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ABSTRACT

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on marketing wood products was prepared for use at the sixth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on wholesale and retail marketing (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

ED 098353

CE 002 433

CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT

PROJECT COULD

AN ESEA, TITLE III PROJECT SERVING COOS COUNTY, OREGON

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L #4

MARKETING WOOD PRODUCTS

GRADE 6

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1973

PROJECT COULD

CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT

A PACE PROJECT

Elementary and Secondary Education Act of 1965

Project COULD was developed as a means of building skills, knowledges, and attitudes upon elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment.

A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County. The intention was to promote vocational awareness, exploration and language development for the students in grades 3 through 8.

The information in this unit was prepared for use at the sixth grade level for an approximate period of four weeks.

Materials prepared by Project COULD are available from the IMC of Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon, 97459.

SCHEDULE OF UNITS

Grade Level	Lumbering
Grade 3 Unit L #1	Logging
Grade 4 Unit L #2	Logging Transportation
Grade 5 Unit L #3	Wood Processing
Grade 6 Unit L #4	Marketing Wood Products
Grade 7 Unit L #5	Lumbering Ecology
Grade 8 Unit L #6	Coos County Careers in Lumbering

SUMMARY

This instructional guide is divided into eight sections. Each section is tabulated for easier use and quick reference.

Summary:

The intentions and reasoning for this program have been stated. For effective results, it is suggested that the teacher becomes totally familiar with the curriculum guide before beginning.

Outline:

This section gives an overall view of all of the sequenced units. Details of the information to be covered in this unit are specifically outlined.

Goals:
Objectives:
Activities:

These three sections are sequentially integrated to clearly define what activities are suggested for a particular objective and a particular goal. Each goal is numbered to correlate directly with objectives, activities and resources.

Vocabulary:

All terminology found in the unit, including particular occupations, is included in this section. Each term is defined. These definitions are intended for teacher use only.

Resources:

Locally produced material, Coos County resource people, books, pamphlets and commercially prepared media are listed with reference made to activity correlation.

Background:

This section contains additional material for teacher use.

MARKETING WOOD PRODUCTS

UNIT L #4 OVERVIEW

The following outline represents the scope of the entire set of units (grades 3-8) for the category of LUMBERING. Only the outline for this unit is in its completed form.

SUGGESTED TIME: FOUR WEEKS

Jobs in Marketing: 1 week
Marketing Terminology: 11 days
Wholesale and Retail Marketing: 6 days
Environmental Factors: 2 days
Economic Relationships: 5 days

(UNIT L #1) LOGGING
- A. The many jobs of the logger
- B. Logging terminology relating to the logger
- C. Two main types of logging shows
- D. Environmental factors affecting logging
- E. Influence of logging on the economy

(UNIT L #2) LOGGING TRANSPORTATION
- A. Jobs in log transportation
- B. Terminology relating to jobs in logging transportation
- C. Two main methods of log transportation
- D. Environmental factors affecting transportation
- E. Influence of log transportation on the economy

(UNIT L #3) WOOD PROCESSING
- A. The many jobs of the millworker
- B. Terminology relating to the jobs of the millworker
- C. Three main types of milling processes
- D. Environmental factors
- E. Influences of the lumber processing industry on the economy

(UNIT L #4) MARKETING WOOD PRODUCTS
- A. Jobs in marketing
  1. Sales Coordinator
  2. Walking Boss
  3. Hatch Boss
  4. Dockman
  5. Winchmen
  6. Hold Men
  7. Skillmen
  8. Sales Clerk
  9. Shop Workers

OUTLINE

10. Shop Foreman
11. Stock Boy
12. Receiving Clerk
13. Secretary
14. Bookkeeper
15. Cashier
16. Yardmen
17. Pressure Treating Plant Operator
18. Button Pushers

B. Marketing terminology
(See VOCABULARY)

C. Wholesale and retail markets
1. Define
2. Compare and Contrast

D. Environmental factors
1. Weather - Moisture
2. Termites and Insects

E. Economic relationships
1. How Money Earned from Sales is Used

(UNIT L #5) LUMBER ECOLOGY

A. Workers involved in environmental quality control
B. Technical terminology relating to environmental quality control
C. The different methods used to control the quality of the environment in Coos County
D. The way in which the quality of the environment affects the economy of the County

(UNIT L #6) COOS COUNTY CAREERS IN LUMBERING

A. Opportunities for employment
B. Occupational interest inventory
C. Steps in applying for a job
D. The job interview
E. Employment vocabulary

GOALS

1. To make the students aware that lumber processing offers various opportunities for employment on a seasonal and full time basis.

2. To make the students aware that the lumber processing industry has a unique set of terms that are used to facilitate communications among the people working in that industry.

3. To make the students aware of the three main lumber milling processes used in Coos County.

4. To make the students aware of the environmental factors that influence and are influenced by the lumber processing industries in Coos County.

5. To make the students aware that the wages spent by the workers in the lumber processing industry play an integral part in the total economy of Coos County.

The intention of Project COULD units is to utilize the language arts areas of reading, writing, listening and speaking, as the vehicles to promote vocational awareness and exploration. It is not to dictate language arts curriculum, but to suggest that the vocational areas under consideration do have unique languages and concepts.

It is assumed that the language development aspect of the activities will be commensurate with the on-going language arts programs of the students participating in the various units prepared by COULD.

PERFORMANCE OBJECTIVES

1. Given a list of occupations in lumber marketing, each learner will select the job he would like best and role play the part of an interviewer for a period of 1-3 minutes. Each learner will name at least one detail in each of the following areas in the course of the role playing:

   a. A description of the job.
   b. Entry requirements.
   c. What job would be gained by a promotion.

2. Given 20 minutes and a list of the vocabulary words and occupation titles from this unit, each learner will write a descriptive paragraph about one of the following three statements correctly using, in the teacher's judgement, at least ten of the vocabulary words and occupation titles:

   a. My log loading dock and those who work for me.
   b. My chip loading facility and those who work for me.
   c. My lumber yard and those who work for me.

3. Given the following list of statements related to the wholesale and retail marketing of lumber, each learner will identify each statement as being in one of the following categories by placing:

   W if it is part of the wholesale process
   R if it is part of the retail sales process
   WR if it is part of both the wholesale and retail sales process

   Each learner will complete the task in ten minutes with 80% accuracy.

   1. WR Involves a customer ordering something
   2. W Companies are contracted to transport the purchased stock, or may use their own trucks
   3. W Usually sell large quantities
   4. R Involves selling to the one who actually uses the product
   5. WR Involves the use of an invoice
   6. WR Brings in money to pay wages, buy or manufacture new stock, upkeep on buildings and machinery
   7. R Usually sell small quantities
   8. WR Involves transporting the product to the customer
   9. W Involves selling to a retail dealer
   10. WR Involves a money transaction

4. Given five minutes each learner will list with 100% accuracy the following ways in which the environment affects the woods products market:

   a. Weather
   b. Moisture
   c. Termites
   d. Fire
   e. Consumer

5. From the activities involved in their marketing ventures with tooth-picks, each learner will, within 30 minutes, in written form, generalize the effects of the lumber marketing on the general economy of the community by choosing three (3) of the following questions:

   (1) How do prices of wood products affect Coos County workers and families?

   (2) Does lumber marketing outside Coos County influence the economy of the area? Why?

   (3) Should lumber prices be controlled? Why?

   (4) Is the economy of Coos County good? Why? or Why not?

   (5) What would you do to change lumber marketing? Why?

   (6) Is the marketing of lumber important to Coos County? Why?

   The teacher will judge the competency of the essays.

VOCABULARY AND SPELLING

In this unit 32 vocabulary words and 20 key occupations are discussed. These words and occupations can and should be used as a part of the spelling program in the classroom. You as the teacher, are the best judge as to how this should be done in your classroom.

MASTER VOCABULARY LIST

A permanent listing of all current vocabulary words should be available to the students at all times during the study of Marketing. Having this list of words and their definitions readily available to the students on charts, the overhead projector, the blackboard or a vocabulary notebook will provide the students with an immediate reference should the need arise. A professional in-depth type of definition will not be nearly as valuable to the students as one that they have written, discussed and put on the master list themselves. If a definition is to be useful, it must be easily understood by the students.

VOCABULARY

BINS	Storage areas in the yard where lumber is piled according to size and grade.
BOARD FOOT	A unit of measure equal to a board 12" x 12" x 1" in dimension. Used as a measure of the amount of lumber in a purchase.
BRIDLE	A metal frame attached to the end of a winch* cable. From it hang two loops of cable or wire reinforced rope. Used to cradle loads so that they will not be damaged in loading.
CALCULATOR	An electronic business machine which can add, subtract, multiply and divide as well as perform other mathematical functions rapidly.
CARGO	Goods or materials hauled by ships.
CONSUMER	Any person or company who buys products.
DECK LOAD	Cargo stowed* on the deck of a ship.
ENVIRONMENT	Everything in the surroundings in which we live and work.
FORK LIFT	See STACKER
HATCH	An opening in the deck of a ship leading to the hold*.
HARD HAT	A hat worn by longshoremen to protect them from head injury.
HOLD	The interior of a ship below the decks used for a cargo* compartment.
HYSTER	See STACKER
INVOICE	A bill for the purchased materials listing the amount of the material item by item and its price.
INCISOR	Part of the pressure treating process. A machine with half inch teeth on a drum which permeates lumber before it goes into the retort*.
LASH FOR SEA	To use cables or wires to lash or fasten down the cargo so that it will remain in place during shipping.
LINEAL FOOT	The measurement of wood by length only. No measurement is made of width. Also called a running foot.

*Defined in the Vocabulary Section

PEAVY OR PEAVEY	A heavy handled tool with a spike point and free swinging hook used to roll logs.
PRICE BOOK	A book, usually published by the manufacturer, listing wholesale* and retail* prices for items.
RETAIL	The sale of goods in small quantities to the final consumer*.
RETORT	A large cylinder in a pressure treating plant in which lumber is permeated with a preservative under 125 pounds pressure.
SLING	A piece of cable or wire reinforced rope with an eye in one end and a sliding hook. Used to wrap around and fasten loads about to be winched* onto the ship.
STACKER	A mechanical fork lift used to lift and move stacks of lumber or rolls of paper. Also known as a hyster or fork lift.
STEVEDORE COMPANIES	The companies hired by the ship owners to provide men, supervisors and machinery necessary to load the ship.
STICHERS	1" x 2" or 2" x 4", etc. placed between stacks of lumber so that the forks of the stacker* can slide under the load.
STOCK	Items and materials to be offered for sale by the company.
STOW	To load, arrange and pack cargo* into the hold* or on the deck of a ship.
TAKE OFF	An estimate of cost and materials needed for construction calculated from blueprints.
WHOLESALE	The sale of goods in quantity for resale by retailers*.
WINCH	A powerful machine with one or more drums on which to coil ropes. Used for lifting logs or lumber from the dock onto the ship.
WINGS	The area of the hold* covered by the decks as opposed to the area below the opening or hatch*.
YARD ORDER	A form that has listed all materials to be delivered to a given customer. Used by the assembler* to make up loads and by the truck drivers* to tell them what goods are to be delivered to a specific address.

*Defined in the Vocabulary Section

KEY OCCUPATIONS

ASSEMBLER	A yardman who drives the fork lift* used to load the trucks. He takes the yard orders* and places the materials listed onto the trucks as well as unloading new stock from the trucks and placing it into the bins*.
BOOKKEEPER	Keeps records of all the sales made and the amount of money that comes in. Makes up the bills for charge accounts and pays any bills. May also figure up the workers' salaries and wages.
BUTTON PUSHERS	Run the chip loading machinery which blows the chips into the holds* of the ships. They start the machine and turn it off when the proper weight of chips has been loaded into that hold. Depending on the type of set-up at the dock, they will move the chip spout to the next pipe in line with the next hold on the ship, or will have the crew move the ship so that the empty hold is under the chip spout. They work in pairs so that one man does not have to stay in the dust all the time and so that there will always be someone watching the machinery.
CASHIER	Performs the function of check-out clerk for those customers who can find the items they wish to purchase on the shelves.
DOCKMEN (Longshoremen)	Attaches slings* or bridle* to the load and then stands clear of the load.
HATCH BOSS (Longshoremen)	Is in charge of all the men in the gang. Follows specific directions given him in telling the men what hatches* to load and how to stow* the cargo*.
HATCH TENDER (Longshoremen)	Signals the winchdriver* to raise and lower the load whenever the winchdriver cannot see what is happening.
HOLD MEN	Detach the slings* or bridle* from the load and place stickers* between each load of lumber stacked.
PRESSURE TREATING PLANT OPERATOR	Runs the lumber to be treated through the incisor*. Mixes the chemicals to be used in the retort*. Loads the lumber to be treated onto the cars and moves them into the retort. Adjusts the valves to let the chemical into the retort and establishes 125 lb. pressure. Removes the lumber after treatment.

*Defined in the Vocabulary Section

RECEIVING CLERK	Unpacks the stock* that comes into the store and looks up its price in the price book*, sets the pricing machine and places the price on each item.
SALES COORDINATOR	Is responsible for seeing that orders from customers are filled and shipped to them as soon as possible. Receives all local orders, prices the materials and tells the customer when the stock* can be milled and delivered. Checks the invoices* for price and materials against the price books*.
SECRETARY	Performs the function of typist and receptionist for company. Makes out order forms for new stock* and checks the pricing on invoices*, yard orders and ordered stock. May also double check the clerks' figures on the board footage* of sales.
SHOP FOREMAN	Lays out and cuts most of the wood used in building the trusses and supervises the rest of the men in the shop.
SHOP WORKERS	Make up the pre-hung doors, trusses and wall parts. They are a carpenter-type person, though not a journeyman carpenter.
SKILLMEN	Positions the stacker* so that the forks can lift the load and then drives the stacker to the place where the load can be stowed*.
STOCK BOY	Keeps the store shelves stocked with the products that are to be sold in the store. Helps the customer as carry-out boy and cleans up the store.
TRUCK DRIVER	A yardman who may help with the loading or load the truck from the yard order*. He delivers stock purchased by the customer and picks up new stock* for the yard.
WALKING BOSS	He is the foreman in charge of all the gangs that work on the ship. Tells the hatch boss* in which hold* to put the cargo* and supervises its loading.
WINCHDRIVER (Longshoreman)	The winchdriver operates the machine which lifts the logs or lumber from the dock to the deck or hold* of the ship.
YARD FOREMAN	The yard foreman is in charge of all the men who work in the yard. He takes the yard order and makes out an invoice* from it. He then tells the assembler* which loads go on what truck and dispatches the trucks to make their deliveries. He also dispatches the trucks to pick up stock* bought locally to be brought back to the yard, then helps unload the order and place it in the correct bins*. He may help wherever he is needed in the yard during a busy period.

*Defined in the Vocabulary Section

RESOURCE PEOPLE LISTED IN THE RESOURCE SECTION OF THIS UNIT SHOULD BE CONTACTED AT LEAST ONE WEEK IN ADVANCE OF THEIR VISIT OR OF YOUR PLANNED FIELD TRIP. THEY SHOULD HAVE AVAILABLE AN OUTLINE OF THE MATERIAL YOU WISH COVERED AND A LIST OF ANY EQUIPMENT YOU WOULD LIKE THEM TO BRING. (IF ONE OF THE CHILDREN'S FATHERS COULD BE USED AS A RESOURCE PERSON, THIS MAY BE BENEFICIAL TO THAT STUDENT AND THE CLASS AS A WHOLE.)

THE TEACHER WILL NEED TO BRING THE FOLLOWING FOR USE IN THE UNIT:

10 toothpicks for each member of the class plus approximately 100 extra toothpicks.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st	1-A 2-A 1-B 1-C	1-D 1-E 2-D	2-F	1-F 1-G 2-D	1-F 1-G 1-H
2nd	1-I (Test for Obj. 1)	2-C	2-D 3-A 3-B 2-B	3-B 2-B	2-E or 2-G
3rd	2-E or 2-G	3-C 2-H	3-C 4-A 4-B 4-C	3-D (Test for Obj. 3) 2-F	2-D 4-D (Test for Obj. 4)
4th	5-A	5-B	5-C	5-D 2-I (Test for Obj. 2)	5-E 5-F (Test for Obj. 5)

The numbers on the calendar refer to activities on the following pages, which parallel objectives and goals. These are <u>suggested</u> activities in a <u>suggested</u> order which the instructor is free to modify and/or improvise.

ACTIVITIES

1-A Begin this unit by discussing with the class the jobs of people working in the lumber marketing industry by asking questions such as the following:

How many of you have been to the lumber yard or lumber company? (Ask for a show of hands.)
What did you buy there?
Did someone wait on you, and did you get what you needed?
What did he or she do?
What would you call this person's job?
What other people work at the lumber yard? (List on the chalkboard or the overhead projector.)
Where does the lumber company get the lumber it sells to you?
Are local lumber companies the only people who buy from the big mills in Coos County?
Who else buys their lumber?
Can you think of anyone else who might be involved in marketing lumber products that we have not discussed?

Suggest to the children that they view the COULD prepared 16MM Sound Film entitled MARKETING LUMBER PRODUCTS. Instruct the children to list job titles and a short description of each.

The following jobs will be discussed in the film with brief descriptions found in the Vocabulary Section of this unit:

Bookkeeper
Button pushers
Cashier
Dockmen
Hatch boss
Hatch tender
Hold men
Pressure treating plant operator
Receiving clerk
Sales clerk
Sales coordinator
Secretary
Shop foreman
Shop workers
Skillmen
Stacker operator
Stock boy
Truck drivers
Walking boss
Winchdriver
Yard foreman

1-B View the COULD prepared 16MM Sound Film entitled MARKETING LUMBER PRODUCTS.

1-C FOLLOW-UP: In a class discussion, have the children volunteer job titles and a description of each. List the titles on the chalkboard or the overhead projector. The teacher or the students should transfer flow chart to a bulletin board for future reference by the class.

1-D Ask the children questions such as the following to help them conclude the need to know more about the jobs involved in lumber marketing:

What skills would you have to have to work as a _____?
(Use several occupations from Activity 1-C.)

What would your wages be if you were to take this job?
What types of things would you have to know in order to do your best at this job?
If you were applying for work and someone offered you a position, what would you want to know about that job? (List their responses on the chalkboard or the overhead projector.)

Allow the children to decide which points listed on the board should be included when researching jobs in Activity 1-E. (Possible points the children may include would be job description, wages, work hours, chances for promotion, etc.) When they reach a decision, allow time for them to copy the list.

1-E Assign children to research jobs in wholesale and retail marketing or allow the children to choose which one they will work on.

(NOTE: Wholesaling occupations include the Sales Coordinator and Longshoremen. Retailing occupations include all those listed as occupations in the lumber yard.)

ALTERNATE ACTIVITY: Use questions such as the following for a class discussion about resource people:

If we were to invite a person in to talk about these jobs, what information should he know about us? (School name and address, teacher's name, time of the visit, what we are studying, what information we would like to obtain from him, etc.) List their ideas on the chalkboard or the overhead projector.
What other information might be helpful to him so that he can be of more help to us?
Do you think he or she would enjoy having lunch with us before or after his talk?

Arrange for a resource speaker (See the RESOURCE section of this unit for names and outline). If a child's parent holds one of these jobs, ask the parent to speak. (NOTE: A class discussion on telephone etiquette might be utilized here and a child assigned to make the call to arrange for the speaker.)

Another good idea would be to contact the local news media to inform them of the resource person's visit time, date and location. Many times they will send a photographer to record the visit for the general public. Don't forget any local TV stations in the area and do not be afraid to call. These people are always happy to obtain newsworthy articles and pictures. Be sure to clear this with your resource speaker as they may be bothered by photographers and newsmen.

1-F ENRICHMENT ACTIVITY: Arrange for field trips to any of the following places so the children can see the marketing process in action: A ship loading dock, a lumber company, or a chip loading facility.

Encourage the children to bring their camera along on the field trip and take pictures for personal use and use by the class. If the teacher wishes, his camera or one owned by the school can be used to record the field trip and the slides edited with an audio tape script for use by classes in years to come. Also if the school, children or teacher has a tape recorder, a student may be taught its proper use and operation and allowed to tape the guide on the field trip. Another good idea would be to contact the local news media and inform them of your planned trip, the date and the time. Many times they will send a photographer to record the trip for the general public. Don't forget any local TV stations in the area and don't be afraid to call! These people are always happy to obtain newsworthy articles and pictures.

ALTERNATE ACTIVITY: Discuss with the class how to go about arranging a field trip through use of questions such as the following:

> If we were to decide to take a field trip, what preparation would we have to make? (Arrange the visit with the company, obtain transportation, etc.)
> What would the people in charge of arranging our visit to their company or place of work want to know about us? (What we are studying, what we would like to see, what time we can visit, how many students will be coming, etc.)

Allow a child to volunteer or appoint a child to call the resource person to arrange for a field trip, or take several students to the place they will be visiting and have them arrange for the visit. Some of the children may enjoy taking slides of their field trip. If the school does not have a camera, the children might use their own or the teacher's. In their spare time they can arrange their slides in a presentation and use a tape recorder to tape a script for use with their slides. A presentation may be made during Activity 3-B or at any other appropriate time. The children may also enjoy making their presentation to another class or the PTA if possible. A child may also be instructed on the use of the tape recorder and allowed to tape the comments made by the guide on the field trip for use as class follow-up.

1-G ENRICHMENT ACTIVITY: Divide the class into three groups or allow the children to choose the places they would like to visit. Using the procedures outlined in Activity 1-F or 1-F Alternate Activity or arrange for three separate field trips; one to a lumber yard (company), one to a chip loading dock and the other to a lumber loading dock. Arrange to have the principal and some parents chaperone the groups that you will not be with on their field trips. Suggest that the children take slides of their tour and use a tape recorder to tape the comments of the guide. If your area has all three facilities, a transportation schedule such as the following might be utilized:

(1) All three groups board the same bus.
(2) Group 1 leaves the bus at the lumber company.
(3) Group 2 leaves the bus at the lumber loading dock.
(4) Group 3 leaves the bus at the chip loading dock.
(5) Bus returns to pick up Group 1.
(6) Bus returns to pick up Group 2.
(7) Bus returns to pick up Group 3.
(8) All three groups arrive back at the school.

1-H FOLLOW-UP: Discuss the jobs seen in relation to the flow chart made in Activity 1-C. Discuss why some jobs might not have been viewed on the visit. (Different sized businesses have different jobs.) Use the tape recording made on the trip to clarify any questions which may arise.

1-I EVALUATION ACTIVITY: (Test for Goal and Objective 1)

MATERIALS NEEDED: none

OBJECTIVE ONE: Given a list of occupations in lumber marketing, each learner will select the job he would like best and role play the part of an interviewer for a period of 1-3 minutes. Each learner will name at least one detail in each of the following areas in the course of the role playing:

(1) A description of the job
(2) Entry requirements
(3) What job would be gained by a promotion
(4) Approximate wages to be earned

The teacher will judge the relevance of the details given. (Have available for each learner on the board, on the overhead projector, or on ditto copies, the four areas listed above plus the following list of occupation titles. The actual interview may be accomplished by having each learner stand before the class, have them work in pairs, or record the interviews on tape to be evaluated at a later time.)

Bookkeeper
Button pusher
Cashier
Dockmen
Hatch boss
Hatch tender
Hold men
Pressure treating plant operator
Receiving clerk
Sales coordinator
Secretary
Shop foreman
Shop workers
Skillmen
Stock boy
Truck driver
Walking boss
Winchdriver
Yard foreman

ACTIVITIES

2-A Hand out a vocabulary list of the words in this unit to the class. Tell the children that they are to define the words as they appear during the unit. Following Activity 2-I is a list of the vocabulary words and the occupation titles from this activity. A thermal master or overhead transparencies can be made from this list.

2-B Before the panel discussion, instruct the panel members to define or re-define any words that they will be using by utilizing one of the methods listed below:

Have the children in the group list the words they will be defining on the chalkboard or overhead projector. As the words are defined during the discussion, their definitions can be written in. Have the panel members write the vocabulary words and their definitions on the chalkboard or overhead projector. They can then refer to them during the discussion. Have the panel members make up a ditto master so that ditto copies can be run off in advance so that each member of the class will have a copy. Depending upon the method used, allow time for the other class members to copy the definitions onto the vocabulary lists given them in Activity 2-A. (NOTE: The teacher should make a master vocabulary list on butcher paper, the chalkboard or the overhead projector which can be kept for easy reference by the children.) NOTE: This activity correlates with Activity 3-B.

2-C Lead the class to speculate on and discuss the following questions. Encourage them to use their newly learned vocabulary as much as possible.

In what ways would it affect the yard foreman, the truck driver, the bookkeeper, and the consumer if the assembler in a lumber yard placed the wrong load of lumber on a truck and it was delivered to a consumer?
How many people can you think of that would be affected if a dockman were sick one day and a substitute could not be found?
How would they be affected?

2-D ENRICHMENT ACTIVITY: Some of the children may enjoy making and using vocabulary flash cards. Supply the class with ample 5" x 8" cards. Instruct the children to write the word on one side of the card and the definition on the other. The students may work in two's or small groups taking turns showing each other the words and asking for the definitions or vice versa.

2-E ENRICHMENT GAME: WORD DOWN

Teacher Preparation----None

Objectives----------The object of this game is to see which team, at the end of the game, has the most members still standing.

Procedures----------Divide the class into two equal teams. Each team stands in a line facing the other on opposite sides of the room. A word or definition is given to the first person standing on one team. If he gives the correct response the first person on the other team is given a word or definition. When a wrong answer is given, that person sits down.

Rules----------Words or definitions must be given to opposing teams alternately. If neither player gives the correct response, they must sit down and someone already sitting is given a chance to answer. If his answer is correct he rejoins his team at the end of the line. If he is wrong he waits for another turn.

2-F GAME: WORD POWER

Teacher Preparation----None

Objectives----------The object of this game is to see who, during the period of the game, can remain standing the longest.

Procedures----------One student stands next to the desk of another. The teacher gives a vocabulary definition aloud. The first student to answer with the correct word gets to move on to stand by another person and attempt to answer another question. If neither can give the correct term, the definition is kept and re-used at a later time.

Rules----------In case of a tie, another definition must be given. Two students may not be standing at one time. The first answer must be the correct one, or both players sit and the next person in that row of seats stands.

2-G ENRICHMENT ACTIVITY: GAME: COLLEGE BOWL

Teacher Preparation----Make two different colored sets of all vocabulary words to be defined on 5" x 8" cards, one word to a card.

Objectives----------To see which team, at the end of the game, has the most points.

Procedures----------Divide the class into two teams. Hand out the word cards, one color for each team, one card at a time to each student until all cards are gone. Give a definition orally to the class. If a student has the card with the correct term on it, he may answer the question. If he thinks he has the right card, he may also try.

Rules----------To be able to answer, the student with the card must stand up and say "CALL!" In this way the teacher sees and/or hears the first person to stand on each team. If the answer given by the first person to stand AND say "CALL" is correct, his team gets the point. If he misses the question, the first person who called on the other team gets a chance to answer. If he is correct, his team gets the point. If both players give the incorrect responses, the definition is given again later on in the game.

2-H ENRICHMENT ACTIVITY: The teacher might wish to make up a matching-type quiz for the children to do for fun or as an evaluative technique. Group the words and definitions in no more than groups of five. In this way the child will not become confused by definitions that are nearly the same. The definitions used should be those that the class has derived and not necessarily those in the Vocabulary Section of this unit.

2-I EVALUATION ACTIVITY: (Test for Goal and Objective 2)

MATERIALS NEEDED: The vocabulary words and occupation titles from this unit available to each learner. A list of the words and titles is provided on the following pages, from which thermal masters or transparencies can be made, or the words can simply be written on the board or overhead projector.

OBJECTIVE 2: Given 20 minutes and a list of the vocabulary words and occupation titles from this unit, each learner will write a descriptive paragraph about one of the following three statements correctly using, in the teacher's judgement, at least ten of the vocabulary words and occupation titles:

(1) My log loading dock and those who work for me.
(2) My chip loading facility and those who work for me.
(3) My lumber yard and those who work for me.

(Supply each learner with copies of the words and occupation titles from this unit on ditto copies, on the blackboard or on the overhead projector. Write the three statements on the board or overhead projector and make sure each learner is aware of the time limit. Also be sure each learner is aware that he will be expected to use at least ten of the words given him on the list.)

LUMBER MARKETING VOCABULARY

BINS

BOARD FOOT

BRIDLE

CALCULATOR

CARGO

CONSUMER

DECK LOAD

ENVIRONMENT

FORK LIFT

HATCH

HARD HAT

HOLD

HYSTER

INVOICE

INCISOR

LASH FOR SEA

LINEAL FOOT

PEAVY or PEAVEY

PRICE BOOK

RETAIL

RETORT

SLING

STACKER

STEVEDORE COMPANIES

STICKERS

STOCK

STOW

TAKE OFF

WHOLESALE

WINCH

WINGS

YARD ORDER

LUMBER MARKETING KEY OCCUPATIONS

BOOKKEEPER

BUTTON PUSHERS

CASHIER

DOCKMEN

HATCH BOSS

HATCH TENDER

HOLD MEN

PRESSURE TREATING PLANT OPERATOR

RECEIVING CLERK

SALES COORDINATOR

SECRETARY

SHOP FOREMAN

SHOP WORKERS

SKILLMEN

STOCK BOY

TRUCK DRIVER

WALKING BOSS

WINCHDRIVER

YARD FOREMAN

ACTIVITIES

3-A Discuss with the children the fact that they have been using the terms "wholesale and retail marketing" and have not yet defined them up to this point. Ask them questions such as the following to help them define these two types of marketing:

What does the word "wholesale" mean? (Allow the children to look up the definition in the dictionary and write the definition on the chalkboard or the overhead projector.)
What does the word "retail" mean? (Allow the children to look up the definition in the dictionary and write the definition on the chalkboard or the overhead projector.)
What is a wholesale market?
What is a retail market?

3-B Suggest that the class hold a panel discussion to define likenesses and differences between the two markets. Using the same two groups from Activity 1-E, allow the children to elect, or you may appoint two panel members. Call on those who are not participating, and accept contributions and questions from the class. Instruct each panel to first explain the process, using flow chart from Activity 1-C or their slides and tapes made during Activity 1-F or 1-G. Then have the panels compare and contrast the two markets. Encourage the children in the audience to ask questions and contribute points to the discussion. As they discuss the likenesses and differences, one panel member or a student not on the panels may be assigned to write the point on the overhead projector or the chalkboard. This chart should later be transferred to a bulletin board for future reference. Allow the panels time to plan their presentations.

NOTE: This activity correlates with Activity 2-B.

3-C ENRICHMENT ACTIVITY: Allow the children to design posters aimed at trying to sell wood products on the wholesale and retail markets. Instruct the children to follow a process similar to the following in order to organize their efforts:

(1) Choose a name for your company.
(2) Decide what you are going to sell.
(3) Design a poster which includes these (1 & 2) and encourage people or other companies to buy from you.

Provide the children with the necessary media such as large sheets of construction paper or manila drawing paper, crayons, tempera, etc. When the children have finished, mount their posters around the room.

3-D EVALUATION ACTIVITY: (Test for Goal and Objective 3)

MATERIALS NEEDED: A copy of the test worksheet for each student; a thermal master can be made from the copy on the following pages.

OBJECTIVE 3: Given the following list of statements related to the wholesale and retail marketing of lumber, each learner will identify each statement as being in one of the following categories by placing the correct letter on the blank before each statement:

W if it is part of the wholesale process
R if it is part of the retail sales process
WR if it is part of both the wholesale and retail sales process

Each learner will complete the task in ten minutes with 80% accuracy.

1. WR Involves a customer ordering something.
2. W Companies are contracted to transport the purchased stock or may use their own trucks.
3. W Usually sell large quantities.
4. R Involves selling to the one who actually uses the product.
5. WR Involves the use of an invoice.
6. WR Brings in money to pay wages, buy or manufacture new stock, upkeep on buildings and machinery.
7. R Usually sell small quantities.
8. WR Involves transporting the product to the customer.
9. W Involves selling to a retail dealer.
10. WR Involves a money transaction.

Pass out the worksheets and read through the directions with the learners. Be sure each one understands the time limit for this activity.

RETAIL AND WHOLESALE

DIRECTIONS: Below you will find ten statements which will tell something about either the wholesale process or the retail sales process or about both the wholesale and retail sales process. On the blank before each statement place the following marks:

W if it is part of the wholesale process.
R if it is part of the retail sales process.
WR if it is part of both the wholesale and retail sales process.

Your teacher will tell you how much time you have to finish.

1. _____ Involves a customer ordering something.

2. _____ Companies are contracted to transport the purchased stock or may use their own trucks.

3. _____ Usually sell large quantities.

4. _____ Involves selling to the one who actually uses the product.

5. _____ Involves the use of an invoice.

6. _____ Brings in money to pay wages, buy or manufacture new stock, upkeep on buildings and machinery.

7. _____ Usually sell small quantities.

8. _____ Involves transporting the product to the customer.

9. _____ Involves selling to a retail dealer.

10. _____ Involves a money transaction.

ACTIVITIES

4-A In a class discussion, have the children list all the things they can think of that are made out of lumber. Repeat this procedure for paper. List their ideas on the chalkboard or the overhead projector. Select two uses which demonstrate indoor and outdoor use or a use which would require some resistance to water and one that would not. Ask the children questions such as the following to help them conclude that there may be some way that these materials can be made more resistant to the effects of the environment:

How would weather affect these materials?
Can anything be done to these materials to make them more weather resistant?
What other things might cause wood to rot or become unfit to use? (Termites and other insects, fire, etc.)

4-B Suggest that the class read the COULD prepared pamphlet entitled AN IMPROVEMENT ON MOTHER NATURE'S WORK. Instruct the children to take notes during their reading listing what things affect the lumber and paper markets in Coos County. Make sure the children understand the instructions and the time allotted for this activity before they begin.

ALTERNATE ACTIVITY: Suggest that the class read the COULD prepared pamphlet entitled AN IMPROVEMENT ON MOTHER NATURE'S WORK. Instruct the children to take notes during the oral reading listing what things affect the lumber and paper markets in Coos County. Accept volunteers to read selections from the pamphlet aloud while the rest of the class follow in their pamphlets.

ALTERNATE ACTIVITY: Follow the procedures for Activity 4-B only let the children choose a partner with whom they will share the oral reading.

4-C FOLLOW-UP: In class discussion expand the environment of lumber marketing to include more than just the physical factors of weather, moisture, fire and termites; but also the consumer is an important factor because the consumer does much to determine what happens in the woods products market. The following questions may be used:

What do we mean by environment? (Everything in the surroundings in which we live and work)
What is our environment at this very moment? (As well as the physical phenomena, lead them to conclude that we are influenced also by rules and expectations.)
What is the environment of the woods products market? (Weather, fire, moisture, termites, consumer.)
How do each of these affect the woods products market?

4-D EVALUATION ACTIVITY: (Test for Goal and Objective 4)

MATERIALS NEEDED: Paper and pencil for each learner

OBJECTIVE 4: Given five minutes, each learner will list with 100% accuracy the following ways in which the environment affects the woods products market:

a. Weather
b. Moisture
c. Termites
d. Fire
e. Consumer

Tell the class to list on their paper as many factors in the environment as they can in five minutes that affect the woods products market. Tell them you will be looking for at least five main ones that we have discussed in class. The wording on the above may vary.

ACTIVITIES

The following activities are designed to be used in sequence over a period of five days. The following materials will be needed for these activities: approximately 10 toothpicks for each member of the class, plus 100 extra toothpicks, all marked with spray paint or some other method to prevent counterfeiting; strips of paper to represent money (provided on the following pages, are samples from which thermal masters can be made, ditto copies made and cut apart); a copy of SALES JOURNAL for each student; an assortment of clippings from the stock market reports and future market reports from newspapers.

5-A (FIRST DAY) Tell the class that they are going to have an opportunity to buy and sell some items and you are going to give them some money to do it with. Explain that since they have been discussing marketing of lumber, they will use their money to buy and sell lumber--toothpicks! Give half the class $10.00 each and the other half 10 toothpicks each. Tell the class that they will be given 15 minutes each day to buy and/or sell toothpicks. Anybody can buy or sell toothpicks to anybody else providing both parties are willing and a price is agreed upon.

Give each student a copy of the SALES JOURNAL. Explain that when they sell toothpicks, simply write how many toothpicks they sold, to whom, for how much, in their SALES JOURNAL. Then figure out the price for each toothpick by dividing the amount of money received by the number of toothpicks sold. An overhead transparency of the SALES JOURNAL and an example or two of how to figure the price of a single toothpick may be helpful.

Clarify with the students that the idea is to accumulate as many toothpicks as they can or as much money as they can during the buying and selling time in the next five days. They can charge any price that both the buyer and the seller agree upon. They can buy or sell as many times as they want to in the time allowed each day, but not any other time. Tell the students they also can buy free time (during a study period or other appropriate time) for $1.00 per minute. They can buy the time anytime they want with money or wait until the fifth day and you will buy their toothpicks for the average price on that day and then they can buy time.

Help the class to conclude that because you want to give each one of them equal value of toothpicks or money, the toothpicks today are worth a dollar each because each person in class has either $10.00 or 10 toothpicks. They have this in mind as they begin their buying and selling. It should also be clear that they do not <u>have</u> to buy or sell toothpicks at that price.

After reminding the students to enter each sale of toothpicks in their SALES JOURNAL, give them fifteen minutes to buy and sell their toothpicks. At the end of fifteen minutes figure out the average price of a toothpick by calling for the lowest price anyone sold a toothpick for and the highest price anyone sold a toothpick for and average the two together. Make a display of this average leaving room for the following four days. This should be in a conspicuous place, on the blackboard or bulletin board.

5-B (SECOND DAY) At the beginning of the buying and selling time, tax each student $1.00 that has more than $5.00 (in paper money, not toothpicks). Allow the students to buy and sell for fifteen minutes. Afterwards, establish the average price of a toothpick for the day and then raise the following questions:

(1) Did the $1.00 tax affect the average price of a toothpick today? Why or why not?
(2) How might taxes in real life be used to affect the prices of things we buy. (Theoretically, if money is withdrawn from the economy through taxation, the price of goods will go down.)

5-C (THIRD DAY) At the beginning of the buying and selling time, announce that you are going to sell 100 toothpicks at 1/2 yesterday's average price, first come--first served. After fifteen minutes, establish the average price of a toothpick and raise the following questions:

(1) Did the 100 toothpicks I sold affect the average price? Why or why not?
(2) Can you think of anyway that a similar thing might happen in the real lumbering industry? (You might explain how the fact that Japan sends us plywood at a cheaper cost than our mills can produce it for causes problems.)

5-D (FOURTH DAY) At the beginning of the buying and selling time, distribute money to all who have less than $5.00 enough so that every student will have at least $5.00. After fifteen minutes, figure the average price of a toothpick and raise the following questions:

(1) Was the average price of a toothpick affected by the fact that everyone now had at least $5.00? Why or why not?
(2) How is something similar done in real life? (Welfare, unemployment compensation, minimum wage)

5-E (FIFTH DAY) At the beginning of the buying and selling time, tell the class that you have $100.00 and you will buy toothpicks at twice yesterday's average price for a toothpick as long as the money lasts. At the end of fifteen minutes, figure the average price of a toothpick and raise the following questions as a concluding discussion:

(1) Did the purchase of the toothpicks at twice yesterday's price affect today's average price of a toothpick? Why or why not?
(2) Can you think of anyway this same thing might be done in the real lumber market? (Usually takes the form of a government subsidy, or buying up surpluses)
(3) Has the value of a toothpick increased or decreased since the first day we started when one toothpick was worth one dollar? Why?
(4) How did you feel when restrictions were put on prices (some were given extra money, etc.)?
(5) How did you decide when was the best time to buy toothpicks? Sell toothpicks? (Conclude that the best time to buy is when the price is low, and the best time to sell is when the price is high.)

(6) Would you have been better off to use all your money to buy free time on the first day, or wait until the last day to buy your free time? Why?
(7) We know that the largest employers in Coos County are the woods products companies. How is this similar to our "toothpick economy"? What might happen in our county if there was a 6-month strike and most of the woods products workers were out of work?

Depending upon your judgement as to its value, this may be the place to introduce the stock market clippings, and future market clippings. Help the class to conclude that they have been performing a similar process in keeping track of the daily average price of toothpicks. Explain the future's market report by saying that certain people have as their job, to guess what the price of certain items will be several months in the future. Items are even bought and sold months in advance. Discuss how these prices can be guessed so far in advance (forecasted needs, seasonal changes, etc.)

5-F EVALUATION ACTIVITY: (Test for Goal and Objective 5)

MATERIALS NEEDED: None

OBJECTIVE 5: From the activities involved in their marketing ventures with toothpicks, each learner will, within 30 minutes, in written form generalize the affects of the lumber marketing on the general economy of the community by answering three (3) of the following questions:

a. How do prices of wood products affect Coos County workers and families?
b. Does lumber marketing outside Coos County influence the economy of the area? Why?
c. Should lumber prices be controlled? Why?
d. Is the economy of Coos County good? Why or why not?
e. What would you do to change lumber marketing? Why?
f. Is the marketing of lumber important to Coos County? Why?

The teacher will judge the competency of the essays. Each learner should be made aware of the time allowed. The questions should be written on the blackboard or overhead projector or written on ditto copies.

$5.00 $5.00 $5.00 $5.00 $5.00	$5.00 $5.00 $5.00 $5.00 $5.00
$5.00 $5.00 $5.00 $5.00 $5.00	$10.00 $10.00 $10.00 $10.00 $10.00
$1.00 $1.00 $1.00 $1.00 $1.00	$1.00 $1.00 $1.00 $1.00 $1.00
$1.00 $1.00 $1.00 $1.00 $1.00	$1.00 $1.00 $1.00 $1.00 $1.00
$1.00 $1.00 $1.00 $1.00 $1.00	$1.00 $1.00 $1.00 $1.00

NAME _____

SALES JOURNAL

DATE	NUMBER OF TOOTHPICKS SOLD	TOTAL PRICE	PRICE OF EACH TOOTHPICK

COULD PREPARED MATERIALS

	Activity No.
16MM SOUND FILM	
Marketing Lumber Products	1-B
PRINTED MATERIALS	
PAMPHLETS	
An Improvement on Mother Nature's Work	4-B
RESOURCE SPEAKER REQUEST FORM	1-E Alternate

RESOURCE PEOPLE

The following people have consented to act as resource people. If you wish them to speak to the class or you want to go on a field trip, these people should be contacted at least one week in advance to give them time to prepare for their presentation and gather materials needed.*

Name	Occupation	Employer	Phone No.
Homer Powell	Chip Dock Supervisor	U.S. Plywood	269-9224
Clayton Smith		Conrad Lumber Company	267-3101
Erwin Doty	Office Manager	Independent Stevedore Company	267-3146
Lester Duvall		Broadway Builders	756-4818

* Some parents of children in your classroom may be able to serve you as resource speakers. If this is the case, they should be contacted.

RESOURCE OUTLINE: RETAIL MARKET; THE LUMBER COMPANY

DATE OF VISIT: _____

TIME OF VISIT: _____

SCHOOL AND ADDRESS: _____

SCHOOL PHONE: _____

TEACHER: _____

TEACHER'S HOME PHONE: _____

A. Points to discuss

1. What is your job?
2. What other jobs are involved in the work you do?
3. Why did you take your present position?
4. What jobs you held before this job?
5. What do you like most about your job?
6. What do you like least about your job?
7. Working conditions?
8. Wages?
9. Chances for promotion?

B. Vocabulary to cover with the children

1. stock
2. consumer
3. incisor
4. invoice
5. board foot
6. lineal foot
7. yard order
8. calculator
9. take off
10. bins
11. retort
12. retail

RESOURCE OUTLINE: WHOLESALE MARKETING; SALES COORDINATOR AND LONGSHOREMEN

DATE OF VISIT: _____

TIME OF VISIT: _____

SCHOOL AND ADDRESS: _____

SCHOOL PHONE: _____

TEACHER: _____

TEACHER'S HOME PHONE: _____

A. Points to discuss

1. What is your title?
2. What other jobs are involved in the work you do?
3. Why did you take your present position?
4. What jobs you held before this one?
5. What do you like most about your job?
6. What do you like least about your job?
7. Working conditions?
8. Wages?
9. Chances for promotion?

B. Vocabulary to cover with the children

1. stock
2. consumer
3. invoice
4. hatch
5. stow
6. cargo
7. sling
8. bridle
9. hard hat
10. peavy
11. hold
12. stacker
13. wings
14. stevedore company
15. deck load
16. lash for sea
17. price book
18. board feet
19. winch
20. stickers
21. wholesale

Wholesale and retail marketing of lumber and paper in Coos County, besides providing economic benefits to the area, also provides jobs for a good number of people. Wholesale marketing of lumber on a world wide basis reached more than 475 million board feet of lumber last year. Shipments of chips, pulp and general cargo also reached a new high of over 212,000 tons. These facts would seem to lend credence to the statement that Coos Bay is the world's largest lumber shipping port. To the money earned through these sales can be added the general retail sales of over 95 million dollars. It is easy to see that marketing plays an important role in the lumber industry as well as the entire economy of Coos County.

For the purposes of this unit, some arbitrary decisions had to be made about including and excluding certain jobs. For instance, longshoremen were included because of the important role they play in getting the finished or partially finished product to the buyer. Also certain parallels exist in the type of service performed by these men and the yardmen in the retail market. Though railroads and shipping companies provide the same transporting service, they were excluded because they do little or no hiring locally. Since our purpose is occupational awareness in this county, it was decided to cover only those jobs that could be applied for locally.

Included below are some general statements that may be made concerning the future of the woods products market (taken from "The Manpower Resource of the Oregon Southcoast Area"--1965):

1. In an area dominated by the lumber industry, a relatively high percentage of the population is mobile, therefore the population tends to fluctuate with the amount of employment available.
2. There has been an approximate 15% loss of employment in the lumber industry which has not been completely offset by gains in other industries.
3. 38% of the total employment in the area is in lumber manufacturing.
4. 27% of the total jobs in the area are held by women compared to 34% nation-wide and 31% statewide.
5. Lumber manufacturing with 38% of the total wage and salary, accounts for 64% of the total semi-skilled jobs.
6. Nationally, the skilled jobs comprise 35% of the three groups of jobs - unskilled, semi-skilled, and skilled; in the Southcoast Area the skilled jobs account for less than 25% of the jobs.
7. The percentage of unskilled in relation to the total employment in the Southcoast Area is considerably more than three times the national average; 17.1% to 5.2%.
8. Recent trends indicate a large number of unskilled jobs in the lumber industry will be upgraded to semi-skilled.
9. Almost two of every five workers in 1965 on the Southcoast worked in the lumber industry, but less than one of every five workers worked in the lumber industry in 1970.
10. Lumber and wood products will probably continue as the industrial mainstay into the indefinite future, although production may be curtailed by inadequate log supply.
11. The best estimate on the earliest date on which lumber processors can operate on a sustained yield basis is 1975; until then the annual cut must lessen or the sustained yield date be postponed.

12. Fuller development of new timber products may raise the employment figure in spite of a dip in the timber harvest. However, the trend has been for the industry to wait until a new by-product has a firm market established before any operation changeovers are made.

Listed below are two short job and process flow charts for the wholesale and retail markets. These should be of some assistance to you in comprehending where each job enters these marketing processes. You will also find a list of some resource books that may be of some use to you.

TEACHER RESOURCES

LUMBER: The Stages of Manufacture from Sawmill to Consumer by Nelson C. Brown and James S. Bethel
HIGH TIMBER: The Story of American Forestry by Charles I. Coombs

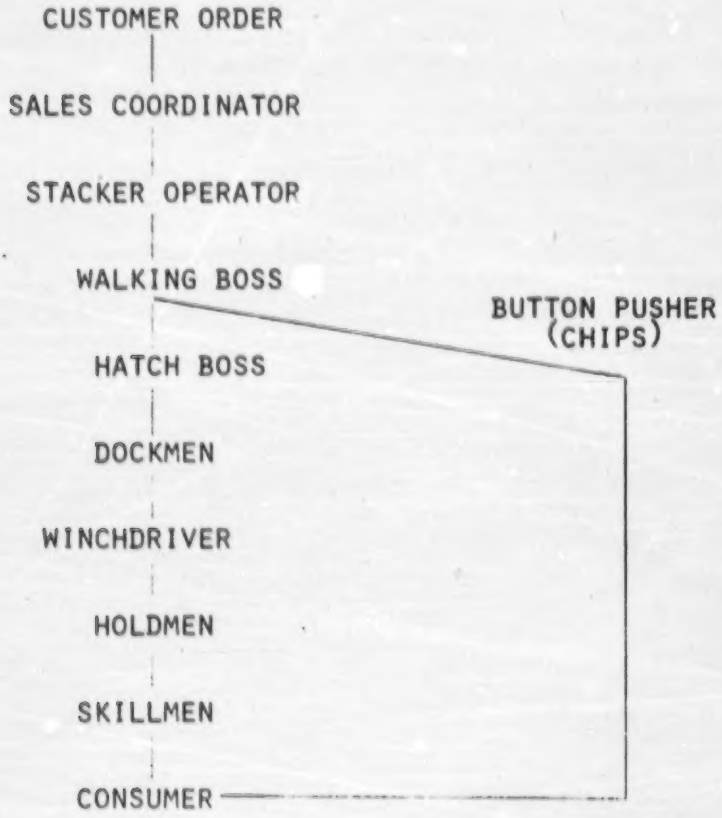
WHOLESALE MARKET JOB PROCESS FLOW CHART

1. SALES COORDINATOR is responsible for seeing that orders from customers are filled and shipped as soon as possible.
2. STACKER OPERATORS move the stock from storage areas and take them to the DOCKMEN at the loading site.
3. The WALKING BOSS takes his orders from a higher authority and tells the GANG BOSSES how the cargo is to be stowed and in which hold.
4. The HATCH BOSS is responsible for the rest of the nine man gang working at one of the ship's hatches. He tells the gang where and how to stow the cargo in the ship's holds. He also helps where needed.
5. The DOCKMEN place the slings or bridles around the load and stand clear so the load may be hoisted.
6. One of the WINCHDRIVERS called a HATCH TENDER signals the WINCHDRIVER to activate the machinery called a winch that lifts the load from the dock. As soon as it comes into sight over the edge of the ship, the WINCHDRIVER can then move the load so that it can be lowered into the hold. If the WINCHDRIVER cannot see into the hold, the HATCH TENDER watches the process giving signals.
7. The HOLD MEN remove the slings or the bridle from the load.
8. The SKILLMEN position the stacker and lift and move the load to the place that it will be stowed. The HOLD MEN meanwhile place stickers on top of the last load so that the forks on the lift will be able to slide out from under the load being stowed.
9. In the case of a chip loading procedure, the longshoremen perform the job known as BUTTON PUSHERS. They are responsible for tending the machine which blows chips into the hold of the ship. They are under the direct supervision of a WALKING BOSS who tells them how much cargo will go into the holds.

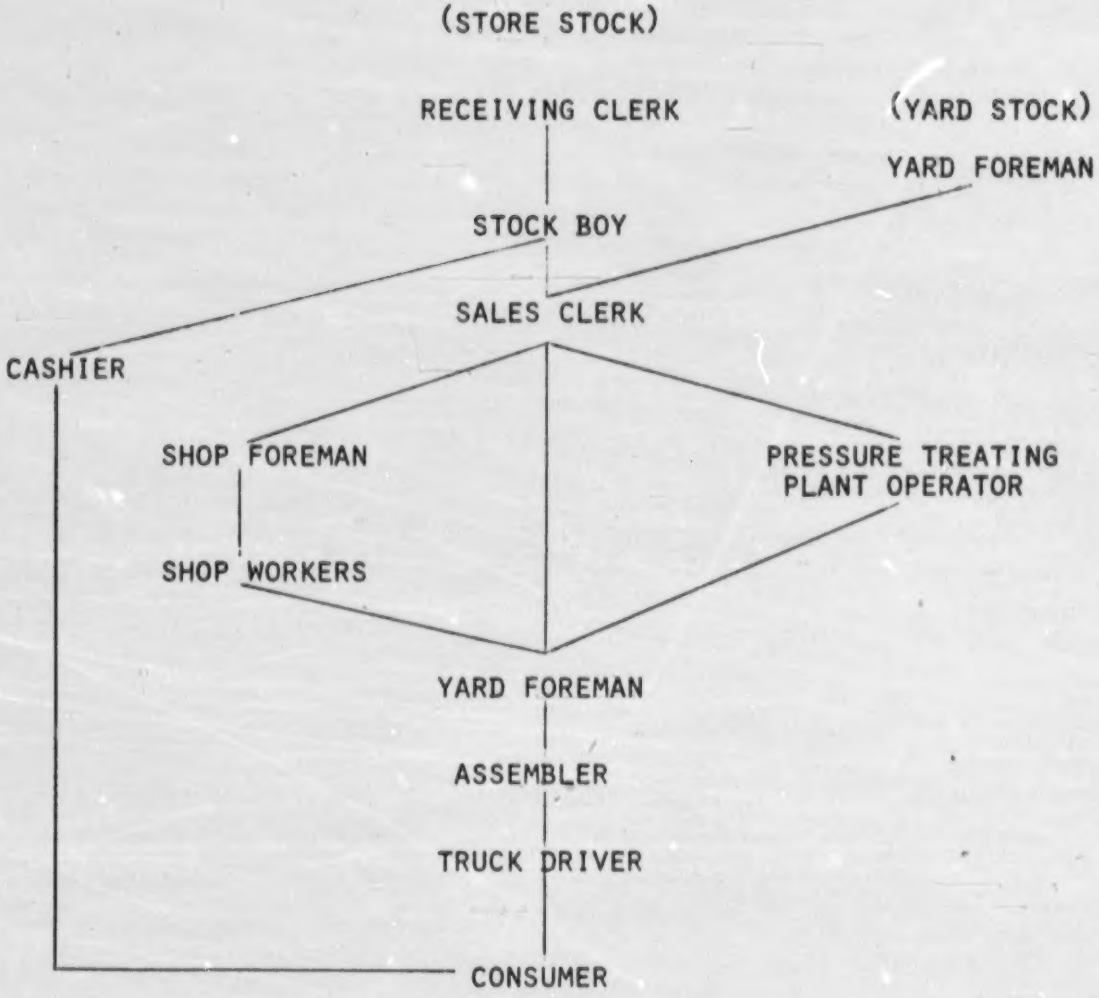
RETAIL MARKET JOB AND PROCESS FLOW CHART

1. Stock is received, unpacked and priced by the RECEIVING CLERK. He must use the price books to look up the item description and price and then physically mark the price on the item.
2. The STOCK BOY is responsible for keeping the store shelves filled, cleaning up the store and serving as a carry-out boy for the CASHIER.
3. The YARD FOREMAN is responsible for dispatching trucks to pick up stock from the wholesaler for delivery to the yard. He unloads the stock and sees that it is stored in the proper bins ready for retail sale.
4. The CASHIER uses the cash register to check out any items from the store shelves that can be found by the consumer without the help of a sales clerk.
5. The SALES CLERK helps consumers make selections from any stock in the store or the yard. He makes out an invoice using a price book and a calculator to figure out quantity and item price. The top SALES CLERK with the most experience will make take-offs from blueprints. The SALES CLERK will help the customer plan how he is going to build his project. He may also use the stacker in helping the customer load his purchases.
6. If an order is placed by the customer for pre-hung doors, trusses or special wall parts, the CLERK will turn the order over to the SHOP FOREMAN who is in charge of construction of these materials. He will lay out the trusses and assemble them, or have one of the SHOP WORKERS construct the item ordered. The finished item or items are then turned over to the YARD FOREMAN for delivery.
7. If an order is placed by the customer for chemical treatment for resistance to moisture, fire or termites, the CLERK will send the order to the PRESSURE TREATING PLANT OPERATOR who will operate the machinery to so treat the wood. When the treatment is finished, the lumber is turned over to the ASSEMBLER who then loads the truck.
8. The YARD FOREMAN decides what orders will go on what truck and turns this information over to the ASSEMBLER who then loads the truck.
9. When the trucks are loaded, the TRUCK DRIVERS deliver the materials to the customers. They are dispatched by the YARD FOREMAN on these deliveries and also to pick up the new stock for the yard or store.

WHOLESALE SALES
JOB AND PROCESS FLOW CHART



RETAIL SALES
JOB AND PROCESS FLOW CHART



NOTE: The following job descriptions are given as background material for the teacher. They are not intended for classroom use as they are too detailed.

THE SALES COORDINATOR

OCCUPATIONAL DESCRIPTION

Keeps track of the stock being produced by the mills (grades and dimensions of lumber and how much lumber is being produced). He sends this information to the head office where it is offered on the market. He handles sales for the local customers by receiving the order and also gives a delivery date for that order. He also provides price lists for local customers. He checks the invoices to make sure that the price and quantity sent is correct. When the company receives an order for lumber that must be shipped by rail or train, he is responsible for ordering the cars or arranging for a ship to stop for the cargo. He must keep track of the ships that are coming in and going out of the port so that he may ask the shipping companies whether this particular vessel will have room for the cargo and if it is heading for the port where the customer is located.

EQUIPMENT

Telephone, electronic calculator

MINIMUM QUALIFICATIONS

Education: If someone were to be hired now, he would have to be a college graduate in Marketing.

Training: Gets on the job training in Marketing techniques used in that business.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Work is performed mostly inside. This is a desk type job; not particularly physically demanding.

WORKING CHARACTERISTICS

Aptitudes: He must have above average aptitudes in math and a knowledge of lumber grades and all the products that the mill can produce.

Temperaments: Must be even tempered and not easily upset by work delays, etc.

CHANCES FOR PROMOTION

He could take a position in the head office for that company or a marketing position for any other company.

PAY

Salary

HATCH (or GANG) BOSS

OCCUPATIONAL DESCRIPTION

He is in charge of all the men in that gang. He follows specific directions given to him, telling the men what hatches to load and how to stow that cargo in the hold. He takes his orders from the Walking Boss. He may help anywhere in the gang when he is needed.

EQUIPMENT

A hard hat and rain gear

MINIMUM QUALIFICATIONS

Education: No specific requirements, although employers prefer at least grammar school education.

Training: On the job training, started as hold man.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The job is not particularily physically demanding unless he is helping other longshoremen do their work. He is working outside part of the time and in the holds part of the time around noisy winches and stackers. He must have average strength and endurance.

WORKING CHARACTERISTICS

Aptitudes: Must be able to follow directions well and direct other men.

Temperaments: He must be even tempered.

CHANCES FOR PROMOTION

He could be promoted by a vote of the longshoremen into such a job as dispatcher.

PAY

Base wage of $5.45 per hour

DOCKMEN

OCCUPATIONAL DESCRIPTION

They attach the slings or the bridle to the load on the dock and then they stand clear so the load may be winched aboard ship.

EQUIPMENT

Hard hats, rain gear and sometimes gloves. In loading a deck load these men use peavies to stow the logs.

MINIMUM QUALIFICATIONS

Education: No specific requirements, although employers prefer at least grammar school education.

Training: On the job training, started as hold man.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed entirely out of doors in the weather, hot in the summer and wet and cold in the winter. There are hazzards from a load breaking loose and falling down on the dock. They must be constantly aware of where the stacker drivers are so that they don't get run over. They must have average strength and endurance to handle slings and the bridle.

WORKER CHARACTERISTICS

Aptitudes: Must have average aptitudes and motor coordination.

Temperaments: Must be able to work under stress due to the risk of falling loads.

CHANCES FOR PROMOTION

Could be promoted to winchdriver.

PAY

Base wage of $5.10 per hour.

WINCHDRIVERS

OCCUPATIONAL DESCRIPTION

He controls the winch which brings the load on board the ship. Must have a knowledge of winches produced by many manufacturers from the most archaic to the most modern. Follows the signals given by the hatch tender when he cannot see the load on the ends of the cables.

EQUIPMENT

The power winch aboard the ship, hard hat, rain gear.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements, although employers prefer grammar school education.

Training: On the job training, usually started as hold man.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed outside and under fairly noisy conditions. The worker is subject to hazzards such as snapping cables and falling loads. Must have average strength and endurance.

WORKER CHARACTERISTICS

Aptitudes: Average aptitudes are required in motor coordination, manual dexterity and eye-hand-foot coordination.

Temperaments: Must be able to work under conditions of stress due to possible broken cables, and falling loads.

CHANCES FOR PROMOTION

Could be promoted to Hatch Boss.

PAY

Base wage of $5.35 per hour.

HATCH TENDER

OCCUPATIONAL DESCRIPTION

The hatch tender is really a winch driver. It is his responsibility to give hand signals to the winch driver telling him when to raise, stop or lower the load whenever it cannot be seen. He performs his duties when the winch driver cannot see the dock or cannot see into the hold.

EQUIPMENT

Hard hat, rain gear

MINIMUM QUALIFICATIONS

Education: No specific educational requirements, although employers prefer grammar school education.

Training: On the job training, usually started as a hold man.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed outside and under fairly noisy conditions. The worker is subject to hazzards from falling loads and snapping cables. He must have average strength and endurance.

WORKER CHARACTERISTICS

Aptitudes: Average aptitudes are required in motor coordination, manual dexterity and eye-hand-foot coordination. Must have good depth perception. He must be able to work under conditions of stress due to snapping cables and falling loads.

Temperaments: Must be even tempered and patient in waiting for others to do their jobs.

CHANCES FOR PROMOTION

Could be promoted to Hatch Boss.

PAY

Base wage of $5.35 per hour.

HOLD MEN

OCCUPATIONAL DESCRIPTION

They detach the slings or bridles from the load. They place stickers under the load so that when the next load is placed on top of it, the forks of the stacker will pull out without binding. This is the beginning position for most new men entering the field of longshoring.

EQUIPMENT

Hard hat, rain gear and sometimes gloves

MINIMUM QUALIFICATIONS

Education: No specific educational requirements, although employers prefer grammar school education.

Training: On the job training. He observes the other men doing their jobs. He may have to fill in for one of these men if they are sick.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Work is performed in the hold of the ship which is partially opened to the weather. Works under noisy conditions. The worker is subject to the hazzards of falling loads. He must have average strength and endurance.

WORKER CHARACTERISTICS

Aptitudes: He should have average aptitudes required in motor coordination and manual dexterity.

Temperaments: He must be able to work under conditions of stress due to the hazzards of falling loads and moving stackers within the confines of the hold.

CHANCES FOR PROMOTION

After he has developed seniority, he may bid on other jobs.

PAY

Base wage of $5.10 per hour.

SKILLMEN

OCCUPATIONAL DESCRIPTION

He positions the stacker so that the forks can slide under the load. Then he drives the load to the place where it is to be stowed. Must stack the cargo so that there is the least amount of space left over. He manipulates the controls on the stackers to position the forks, lifts the load, drives the stacker and then deposits the load where it is to be stowed.

EQUIPMENT

Hard hat, forklift. In case a deck load is being stowed, these men use peavies to stow the logs.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although employers prefer at least grammar school education.

Training: The stacker operator started as a hold man and learned by observation - on the job training.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed in the hold which is partially opened to the weather. He works under noisy conditions from the winches and stackers and is subject to the hazzards of falling loads. He must have average strength and endurance.

WORKER CHARACTERISTICS

Aptitudes: He must have average aptitudes in motor coordination, manual dexterity and eye-hand-foot coordination.

Temperaments: Must be able to work under conditions of stress due to risks of shifting loads.

CHANCES FOR PROMOTION

When he develops seniority he can bid on another job such as winchdriver, etc.

PAY

Base wage of $5.35 per hour.

THE WALKING BOSS

OCCUPATIONAL DESCRIPTION

These are men also employed by the stevedore companies who are in charge of all of the gangs working on a ship. There will be one gang for each hatch. He takes his orders directly from a man called the supercargo and tells the gang bosses in what hatch he wants the cargo loaded and how the cargo is to be stowed in the hold.

EQUIPMENT

Hard hat

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employers prefer at least grammar school education.

Training: He started out as a hold man and worked his way up the ranks to finally become a walking boss.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed outside and inside under fairly noisy conditions. The worker is subject to hazzards of falling loads, snapping cables, etc., though not nearly as much as those performing other tasks in loading the ship. He must have average strength and endurance.

WORKER CHARACTERISTICS

Aptitudes: He must have average aptitudes in math, and the ability to direct the work of others.

Temperaments: He must be even tempered and be able to work under conditions of stress due to the pressure involved in loading a ship in the allotted time.

CHANCES FOR PROMOTION

Could be promoted to supercargo if he changes place of employment.

PAY

Base wage of $6.96 per hour.

CLERKS OR SALES CLERKS OR SALESMEN

OCCUPATIONAL DESCRIPTION

They sell lumber in stock at the lumber yard. They use the price books to figure out board footage and unit price with the aid of a calculator. He enters the amount of goods purchased on an invoice and prices each item from the price book and then adds up the total. If the material is to be delivered, he makes out a yard order instead of an invoice. If the

customer wishes to take the order with him, the clerk helps load anything he has purchased. Sometimes he must use a stacker. The top clerk may make take-offs from blueprints. These take-offs will be used in making bids on construction jobs. He may use cut off saw to cut lumber to specified length and width for consumer.

EQUIPMENT

Paper and pencil, electronic calculator, and sometimes rain gear and stacker.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although employers prefer at least a grammar school education. He must know about basic carpentry and basic construction as well as the proper building materials needed to do a particular job. These include paint, roofing, concrete, tools, lumber, etc.

Training: He starts as a receiving clerk or stock boy and then works his way into being a sales clerk.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed mainly indoors under fairly quiet conditions. There are no immediate hazzards unless the clerk is using the saw or the stacker. He must have average strength and endurance to move lumber and materials purchased by the customer.

WORKER CHARACTERISTICS

Aptitudes: He must have above average aptitudes in math and be able to use an electronic calculator.

Temperaments: He must be able to work well with the customer and enjoy serving the public.

CHANCES FOR PROMOTION

In a large company, he may be promoted to head of the new home department. Otherwise, he would have to start his own lumber company to get a job of higher caliber.

PAY

Depends upon experience and skill.

CASHIER

OCCUPATIONAL DESCRIPTION

The cashier checks out the customer who can find what he wants to purchase by himself from the shelves in the store. She uses the cash register to record and total the prices of the items purchased. She makes change and places the purchase in a sack.

EQUIPMENT

Cash register

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employer prefers at least a high school education.

Training: Training usually starts as stock boy or stock girl or in the receiving department, then receives on the job training.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under quiet conditions. The worker is not subject to any immediate hazzard. The worker must have average endurance to be able to stand in the checkstand for long periods of time.

WORKER CHARACTERISTICS

Aptitudes: They must have average aptitudes in motor coordination, manual dexterity and eye-hand coordination.

Temperaments: Must be able to work well with the customer and do careful efficient work.

CHANCES FOR PROMOTION

In the lumber industry, she may be promoted to salesclerk, although the type of work she is doing does not directly relate to the lumber end of the business.

PAY

Depends upon experience and skill.

YARD FOREMAN

OCCUPATIONAL DESCRIPTION

He is the boss in the lumber yard. He is responsible for the yard orders and decides what deliveries go out on what truck. He instructs the assembler as to what loads go on what truck and dispatches the trucks in the morning. He also dispatches trucks to pick up stock from the wholesaler to be brought to the yard and unloads this stock and places it in the proper bins. He makes out an invoice from the yard order. He may help any of the men in the stock yard do their jobs when they are busy.

EQUIPMENT

Stacker, rain gear, invoice.

MINIMUM QUALIFICATIONS

Education: No specific requirements although the employers prefer at least a high school education.

Training: Starts as a truck driver and works way up with on the job training.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed mostly outdoors under fairly quiet conditions. The worker is subject to hazzards from falling loads. He must have average strength and endurance to handle lumber being loaded or unloaded from the trucks.

WORKER CHARACTERISTICS

Aptitudes: Must have average aptitudes in motor coordination, manual dexterity and eye-hand-foot coordination. Above average aptitude in math.

Temperaments: He must be able to direct others in doing their work and be well organized.

CHANCES FOR PROMOTION

He is about as high as he can go unless he wishes to come into the store and start in as a salesclerk. He may purchase his own store.

PAY

Depends upon experience and skill.

ASSEMBLER

OCCUPATIONAL DESCRIPTION

Follows the instructions of the yard foreman in loading orders onto trucks. He drives the stacker and must be able to calculate board feet and know the different grades of lumber. He gets the lumber from the bins and places them on the trucks. He also loads other stock such as roofing, concrete, etc. He may also help unload and store new stock.

EQUIPMENT

Sometimes a hard hat, rain gear.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although employers prefer at least grammar school education.

Training: Probably started as a truck driver or stock boy and through experience gained qualifications to fill this job.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Work is performed outside under fairly quiet conditions. The only noise comes from the truck and the stackers. The worker is subject to hazzards from shifting or falling loads. He must have average strength and endurance to do any hand manipulation of loads that is necessary.

WORKER CHARACTERISTICS

Aptitudes: He should have average aptitudes in motor coordination, manual dexterity and eye-hand-foot coordination.

Temperaments: Must be fairly even tempered and an efficient worker. Able to follow orders.

CHANCES FOR PROMOTION

Could be promoted to yard foreman.

PAY

Depends upon experience and skill.

TRUCK DRIVER

OCCUPATIONAL DESCRIPTION

He drives the truck which delivers the materials to the customer. He unloads the truck at the customer's location. He may pick up new stock for the yard from the wholesaler and bring it to the lumber company. He may help load or unload the stock using the stacker and sometimes takes stock from the surplus area and places it in the bins.

EQUIPMENT

Truck, stacker, rain gear, yard order and invoice.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although employers prefer at least a high school education.

Training: Starting position in the yard. May have started as a stock boy. He receives on the job training and must have a drivers license.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed sometimes outside and sometimes inside under fairly quiet conditions. The worker is subject to the hazzards of shifting loads. He must have above average strength and endurance to unload the purchased materials at the customer's location.

WORKER CHARACTERISTICS

Aptitudes: Average aptitudes in motor coordination, manual dexterity and eye-hand-foot coordination.

Temperaments: Must be fairly even tempered, and enjoy driving.

CHANCES FOR PROMOTION

Could be promoted to assembler.

PAY

Base wage of $3.75 per hour.

PRESSURE TREATING PLANT OPERATOR

OCCUPATIONAL DESCRIPTION

He is responsible for operating the pressure treating plant. He feeds the lumber into an incisor which gouges the wood so that moisture can escape and chemicals can penetrate the wood. He then places the wood on stickers so that it will air dry. Then the wood is placed on cars and pushed into the retort machine. He closes and seals the doors and turns the valves that will force the chemical solution into the tube and establishes about 125 pounds of pressure, which forces the chemical into the wood. After the treatment is finished, he drains the water out of the retort and pulls the carts full of lumber out of the tube. The lumber is then ready to be stacked in the yard. This is not a full time position in most lumber yards.

EQUIPMENT

Retort

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employers prefer at least a grammar school education.

Training: Probably received his training from a larger company such as Weyerhaeuser, Georgia Pacific, etc.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under fairly quiet conditions. He must have above average strength and endurance to load the lumber onto the carts and push the carts into and pull them out of the retort.

WORKER CHARACTERISTICS

Aptitudes: Must be able to follow directions in mixing the proper chemical solutions and follow safety precautions to be used around chemicals. Must be able to repair the retort if it breaks down.

Temperaments: Does not apply.

CHANCES FOR PROMOTION

Part time job--does not apply.

PAY

Base wage of $3.75 per hour.

SHOP WORKERS

OCCUPATIONAL DESCRIPTION

They make up the prehung doors and wall parts. These men are carpenter type workers and use carpentry tools. They assemble the door frame and hang the door within the frame. They assemble the wall parts using hammer, nails, etc. They are under the direct supervision of the shop foreman.

EQUIPMENT

Carpentry tools.

MINIMUM QUALIFICATIONS

Education: They must have basic concept of carpentry and be able to handle carpentry type tools.

Training: May have started as a truck driver and moved into this position, but normally required some type of carpentry training or experience.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Work is performed inside under sometimes noisy conditions caused by saws, hammers, etc. The worker is subject to hazzards from power saws and throw-backs of lumber being fed into the saws. He must have above average strength and endurance to move components of the prehung doors and walls.

WORKER CHARACTERISTICS

Aptitudes: He should have above average aptitudes in math and motor coordination, manual dexterity and eye-hand coordination.

Temperaments: Must be able to work quickly and efficiently following specific directions to accurate specifications.

CHANCES FOR PROMOTION

He could be promoted to shop foreman.

PAY

Depends upon experience and skill.

SHOP FOREMAN

OCCUPATIONAL DESCRIPTION

The shop foreman is boss over all of the shop workers. He reads the shop order to see what specific measurements are required and gives these instructions to the men. He is specifically responsible for the cutting and laying out of most of the wood used in the building of trusses. He must use a hammer, saw, etc. Must be able to operate power equipment and be able to do carpentry type work.

EQUIPMENT

Power saws and other carpentry equipment.

MINIMUM QUALIFICATIONS

Education: He must have more than a basic knowledge of carpentry techniques, although no specific eduational requirements are preferred other than a grammar school education.

Training: He probably started as a shop worker and got on the job training and supervision. In this case he would have had to have some knowledge of carpentry before he became a shop worker.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under fairly noisy conditions. The worker is subject to the hazzard of power saws. He must have above average strength and endurance to handle the large truss components, prehung door components, and wall components.

WORKER CHARACTERISTICS

Aptitudes: He should have above average aptitudes in carpentry and math. Should have good motor coordination, manual dexterity and eye-hand coordination.

Temperaments: Must be able to direct the work of others and work accurately at his own tasks.

CHANCES FOR PROMOTION

Might be promoted to yard foreman.

PAY

Depends upon experience and skill.

STOCK BOY

OCCUPATIONAL DESCRIPTION

Keeps the store shelves filled with stock from the stockroom. He checks the shelves daily and replaces any items that have been purchased. He takes new products that have arrived and been priced by the receiving clerk and places them on the shelf. He is responsible for sweeping the floor and sometimes taking the mail to the post office. He performs as a carry-out boy for the cashier and helps clerks fill orders from the store. He keeps the nail bins full. This is usually the starting position for anyone coming into the lumber yard. In this way he becomes familiar with the materials in the store, their use, the prices and whether they are a fast or slow moving item. He may also help customers find items in the store.

EQUIPMENT

Hand cart.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employer prefers at least grammar school education.

Training: The job itself does not require much training, but this is the beginning job which is required before moving up into the job of salesclerk.

WORKER CHARACTERISTICS

Aptitudes: He must have average aptitudes in math and a willingness to learn the retail lumber marketing business.

Temperaments: He must take the initiative to fill the shelves with stock each day and keep the store clean and remain available to help the sales-clerk or customers who have questions.

CHANCES FOR PROMOTION

He will be promoted to salesclerk if he shows an interest in the retail lumber market and its products.

PAY

Usually $1.50 - $1.60 per hour.

RECEIVING CLERK

OCCUPATIONAL DESCRIPTION

He unpacks the stock that comes into the store and looks up the price in the price catalog. He must recognize the product description on the invoice and check to see that the correct amount was received from the manufacturer. He sets the price machine and physically places the price on each item. This is a trainee type position and in a small business it may be done by the stock boy.

EQUIPMENT

Box cutter, pricing machine, price books.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employer prefers at least a high school education.

Training: This is a beginning job. No specific training is required other than on the job type.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under quiet conditions. The worker is subject to no specific hazzards. He must have average strength to move the stock around.

WORKER CHARACTERISTICS

Aptitudes: Average aptitude is required in reading and the ability to use the price book.

Temperaments: Must be fairly even tempered, willing to work alone and perform accurately.

CHANCES FOR PROMOTION

Can be promoted to stock boy or to salesclerk.

PAY

Usually $1.50 - $1.60 per hour.

NEW HOME DEPARTMENT

OCCUPATIONAL DESCRIPTION

This position is held by the top clerk who has the ability to work with the customers and knows a great deal about lumber. He must have a knowledge of building and construction techniques, lumber grades and uses of all the products in the store. He helps people who want a new home, but not knowing how to go about getting it. He provides them with the plans to select from. He orders the plan and/or makes a blueprint copy of it. After the plan has been selected he will make a take-off from the plan to help the customer determine what the cost of the building supplies will be if purchased from that company. If the buyers don't have a contractor in mind, he will suggest several from which they may choose. He provides them with information about loans and availability at that time.

EQUIPMENT

Blueprint machine, blueprint catalogs, loan information, pamphlets, paper, pencil, electronic calculator and price books.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employer would prefer at least a high school education.

Training: Start as a stock boy and work way up to salesclerk.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under quiet conditions. The worker is subject to no immediate hazzards. The worker must have an above average ability in math and knowledge of lumber, lumber grades, etc.

WORKER CHARACTERISTICS

Aptitudes: Must have average aptitudes in motor coordination and manual dexterity and eye-hand coordination. Must be able to operate the electronic calculator and work with house plan books, the blueprint machine and price books. He must know a great deal about working with the customer to determine what they want and can afford in a new house.

Temperaments: Must be able to get along with the customer; pleasant personality, even tempered and not easily discouraged by problems.

CHANCES FOR PROMOTION

Unless he purchases his own company, he is about as high as he can go.

PAY

Depends upon experience and skill.

SECRETARIES

OCCUPATIONAL DESCRIPTION

Perform the functions of typist and receptionist for the lumber company. They make out order forms for new stock and double check the pricing on invoices, delivery orders and invoices on ordered stock. They may also have to double check the clerks' figures on the board footage for a sale.

EQUIPMENT

They must be able to use a calculator, typewriter and various other office machines.

MINIMUM QUALIFICATIONS

Education: Employer prefers a high school diploma.

Training: Should have some typing and secretarial training. Will get on the job training for skills required for this particular job.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under quiet conditions. The worker is subject to no immediate danger.

WORKER CHARACTERISTICS

Aptitudes: Above average motor coordination, manual dexterity and eye-hand coordination. Must enjoy working indoors at a desk job.

Temperaments: Even tempered, pleasant and helpful.

CHANCES FOR PROMOTION

May be promoted to head secretary if there is such a person in this organization.

PAY

Depends upon experience and skill.

BOOKKEEPER

OCCUPATIONAL DESCRIPTION

The worker keeps a record of all the sales the clerks have made and the money that comes in. She makes up the bills and charges the accounts. She also pays the bills for stock the company orders from the manufacturers. She operates a bookkeeping machine, typewriter, and various office machines.

EQUIPMENT

Bookkeeping machine, various office machines.

MINIMUM QUALIFICATIONS

Education: No specific educational requirements although the employer prefers a high school diploma. Must have a basic educational background in bookkeeping techniques as well as a secretarial training.

Training: Will get on the job training for techniques used in this type of business.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The work is performed inside under quiet conditions. The worker is subject to no immediate hazzard.

WORKER CHARACTERISTICS

Aptitudes: Above average aptitudes in motor coordination, manual dexterity and eye-hand coordination. Must be able to operate efficiently and accurately all types of business machines and be quick with figures.

Temperaments: Must be able to work under conditions of stress caused by many mathematical figures. Must be a well organized person and an accurate person.

CHANCES FOR PROMOTION

Has reached limit.

PAY

Depends upon experience and skill.